



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

12255 Turquoise Circle, Dewey, AZ 86327

Humboldt Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing
2003-04 Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Brian S. Buchholtz
Schedule : 07:15 AM to 04:00 PM
Grades : 6-8
Web Address : husd.k12.az.us
Phone Number : (928) 759-4900
Fax Number : (928) 759-4920
E-mail : brian.buchholtz@humboldtunified.com

Mission

The students, families, and staff of Bradshaw Mt. Middle School are devoted to academic excellence and the cultivation of individual strengths and talents in a safe and supportive environment in an atmosphere where learning is valued by all.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

ü BMMS teams will utilize data from formal and informal assessments to analyze student performance. Teams will develop cross-curricular teaching strategies to increase student successes in identified areas.

ü BMMS'S professional growth committee will offer growth opportunities to the members of its learning community.

Enrollment

October 1, 2005 School Year Student Enrollment : 557
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 17

Instructional Programs

- ü Computer-assisted instruction opportunit
- ü Special Education
- ü Advanced placement courses
- ü Thematic Units
- ü Vertical Curriculum Coordination
- ü Alternative Learning Center
- ü Grade Level Training

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

A handbook is distributed. Truancy Mediation is in place. Parent/teacher conferences are held along with midquarter progress reports. A Site Council, PTSO, and a parent volunteer program are available. Newsletters are sent out on a regular basis. A volunteer program is accessible for parents.

Parents

A dress code is maintained and parents are urged to promote its purpose. Parents are to call on child's absences. Homework support is crucial for students. Utilization of the Site Council is encouraged. Volunteerism is supported. Eighth grade parents are involved with promotion activities. Parents are encouraged to get involved with the PTSO.

Transportation Policy

The district provides bus service for all regular and special education students. Transportation is provided for all extracurricular activities as well.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Arizona EXCELLING School Status	2005
ü Yavapai County Teacher of the Year Nominees 2005-06	2005
ü Rotary Teacher of the Year 2005-06	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	214	523	79327	100	100	98	513	510	518	19	20	19	23	22	20	45	46	46	13	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	108	265	38961	100	100	98	516	511	520	14	18	16	22	23	20	52	49	48	12	10	16
Male	106	258	40295	100	100	97	509	510	516	24	22	21	25	22	19	38	44	44	14	12	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	62	135	32327	100	99	98	495	488	499	27	35	27	26	24	25	44	39	41	3	2	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	146	371	36373	100	100	98	520	519	538	15	15	10	23	21	14	45	50	52	18	15	25
Students with Disabilities	30	74	9321	100	100	87	474	467	467	53	57	54	23	19	22	13	19	21	10	5	3
Students without Disabilities	184	449	70006	100	100	100	519	517	524	13	14	14	23	23	19	50	51	49	14	12	18
Limited English Proficient Students	16	38	9431	100	100	95	449	450	466	75	76	53	19	16	27	6	8	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	128	280	37097	100	100	97	506	505	498	24	24	27	24	23	25	41	43	41	11	10	7
Non-Economically Disadvantaged	86	243	42230	100	100	99	523	517	535	10	16	11	22	21	15	51	51	50	16	12	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	214	520	79501	100	100	98	497	498	497	10	9	10	23	23	25	64	64	60	3	4	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	108	264	39062	100	100	99	504	502	502	9	8	8	17	22	23	69	66	64	5	4	5
Male	106	256	40368	100	100	98	491	495	491	10	10	13	29	25	27	58	62	57	2	4	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	62	134	32389	100	99	98	475	474	478	18	17	16	31	37	34	52	46	48	NA	NA	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	146	369	36446	100	100	99	506	508	516	7	6	4	20	18	15	68	71	73	5	5	7
Students with Disabilities	30	71	9411	100	97	88	463	462	453	30	25	36	40	45	36	30	28	26	NA	1	1
Students without Disabilities	184	449	70090	100	100	100	503	504	502	7	6	7	20	20	24	70	70	65	4	4	5
Limited English Proficient Students	16	37	9401	100	100	94	426	433	443	63	46	40	38	43	46	NA	11	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	128	278	37183	100	99	97	489	491	479	15	12	16	24	25	34	59	61	49	2	2	1
Non-Economically Disadvantaged	86	242	42318	100	100	99	509	507	513	2	5	5	21	22	17	72	68	70	5	5	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	211	518	80000	99	99	99	562	558	564	0	2	3	17	13	11	72	76	75	11	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	107	263	39288	99	99	99	572	570	579	1	2	2	9	8	6	76	80	77	14	10	16
Male	104	255	40644	98	99	98	552	545	549	NA	3	4	24	18	15	67	72	74	9	6	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	60	133	32672	97	98	99	539	531	548	2	5	4	27	23	14	70	70	76	2	3	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	145	369	36602	99	100	99	572	566	579	NA	2	2	12	10	7	72	78	75	15	10	16
Students with Disabilities	30	73	9919	100	100	93	523	522	505	NA	5	9	43	33	35	50	58	54	7	4	2
Students without Disabilities	181	445	70081	98	99	100	568	563	571	1	2	2	12	10	7	75	79	79	12	9	12
Limited English Proficient Students	15	36	9571	94	97	96	465	483	502	7	8	10	67	47	29	27	44	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	126	277	37534	98	99	98	551	551	547	1	2	4	20	16	15	74	76	76	6	5	5
Non-Economically Disadvantaged	85	241	42466	99	100	100	579	566	578	NA	2	2	12	10	7	68	76	75	20	11	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	179	440	78546	97	95	97	539	546	543	15	11	15	19	17	18	53	57	52	13	14	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	198	38645	99	96	98	536	544	545	10	9	13	23	23	18	58	56	54	9	13	15
Male	98	242	39792	96	95	97	542	548	542	19	14	17	15	13	17	48	58	50	17	16	15
African American	NC	10	4205	NC	100	97	NC	NA	524	NC	NA	22	NC	NA	22	NC	NA	49	NC	NA	7
Hispanic	41	111	31177	98	96	97	531	535	524	24	18	22	15	20	23	46	50	48	15	12	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	--	NC	4689	--	NC	95	--	NC	515	--	NC	28	--	NC	25	--	NC	43	--	NC	4
White	132	310	36450	97	95	97	543	550	563	11	9	7	20	16	12	55	59	57	14	15	23
Students with Disabilities	29	55	8093	94	73	82	492	500	489	59	40	50	14	11	24	24	40	23	3	9	2
Students without Disabilities	150	385	70453	98	100	100	549	552	549	7	7	11	20	18	17	58	59	56	15	15	16
Limited English Proficient Students	NC	16	9323	NC	94	94	NC	496	491	NC	50	47	NC	25	28	NC	25	24	NC	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	76	207	34694	95	91	96	525	533	524	24	17	23	22	22	23	43	50	48	11	11	7
Non-Economically Disadvantaged	103	233	43852	99	100	99	550	558	559	9	6	10	17	13	13	59	63	56	16	18	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	179	446	79045	97	97	98	510	514	512	8	6	10	25	23	25	63	65	58	4	6	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	202	38860	99	98	98	515	519	519	4	4	7	26	22	22	67	66	62	4	8	8
Male	98	244	40075	96	96	97	506	511	505	12	8	12	23	24	28	60	65	54	4	4	6
African American	NC	10	4250	NC	100	98	NC	NA	500	NC	NA	12	NC	NA	31	NC	NA	54	NC	NA	3
Hispanic	41	112	31314	98	97	98	497	496	493	12	10	16	29	33	34	59	55	48	NA	2	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	--	NC	4719	--	NC	96	--	NC	489	--	NC	15	--	NC	39	--	NC	45	--	NC	2
White	132	314	36730	97	97	98	515	521	532	6	4	4	23	19	16	65	69	68	5	7	12
Students with Disabilities	29	61	8552	94	81	87	472	468	463	38	28	35	31	33	40	31	38	23	NA	2	1
Students without Disabilities	150	385	70493	98	100	100	517	521	517	3	3	7	23	21	24	69	70	62	5	6	8
Limited English Proficient Students	NC	16	9355	NC	94	95	NC	447	456	NC	44	37	NC	56	48	NC	NA	15	NC	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	76	212	34922	95	93	96	497	502	493	12	8	15	32	31	34	54	57	48	3	4	3
Non-Economically Disadvantaged	103	234	44123	99	100	99	519	526	527	6	4	6	19	16	18	70	73	66	5	7	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	180	448	79657	98	97	99	540	550	566	7	4	3	12	11	8	81	85	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	201	39120	99	97	99	563	568	580	4	3	2	6	5	4	90	92	92	NA	NA	2
Male	99	247	40423	97	97	98	521	535	553	10	6	5	17	16	12	73	79	83	NA	NA	1
African American	NC	10	4290	NC	100	99	NC	NA	560	NC	NA	4	NC	NA	9	NC	NA	86	NC	NA	1
Hispanic	42	115	31642	100	99	99	533	542	552	5	3	5	26	19	11	69	77	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	--	NC	4760	--	NC	97	--	NC	547	--	NC	5	--	NC	14	--	NC	81	--	NC	0
White	132	313	36929	97	96	99	544	553	579	8	5	2	7	8	5	86	87	91	NA	NA	2
Students with Disabilities	30	62	9069	97	83	92	490	493	508	17	13	11	37	29	30	47	58	58	NA	NA	1
Students without Disabilities	150	386	70588	98	100	100	550	557	573	5	3	2	7	8	5	87	89	91	NA	NA	1
Limited English Proficient Students	NC	17	9521	NC	100	96	NC	467	507	NC	24	13	NC	41	24	NC	35	63	NC	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	77	215	35341	96	94	97	541	547	551	4	3	5	19	15	12	77	82	83	NA	NA	0
Non-Economically Disadvantaged	103	233	44316	99	100	100	540	553	578	10	6	2	7	7	5	83	87	90	NA	NA	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	155	447	78400	97	100	97	532	554	554	26	19	21	25	19	19	48	52	47	1	9	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	205	38686	97	100	98	526	552	554	28	21	20	29	19	20	43	51	49	NA	9	12
Male	83	242	39636	97	100	96	537	555	554	25	17	23	20	20	18	53	52	46	1	10	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	38	117	30732	100	99	97	514	532	534	42	32	31	29	24	24	29	42	40	NA	3	5
Asian/Pacific Islander	--	NC	1827	--	NC	99	--	NC	594	--	NC	8	--	NC	12	--	NC	49	--	NC	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	113	308	37038	96	100	97	538	561	575	22	15	11	23	18	14	54	56	56	1	11	19
Students with Disabilities	17	54	7840	100	100	81	480	497	498	82	61	60	6	9	18	12	30	20	NA	NA	2
Students without Disabilities	138	393	70560	97	99	99	538	561	560	20	13	17	27	21	19	53	55	50	1	11	14
Limited English Proficient Students	NC	21	8956	NC	100	95	NC	490	502	NC	67	56	NC	24	25	NC	10	18	NC	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	84	220	33014	98	99	95	527	546	534	31	23	31	26	24	24	43	46	40	NA	7	5
Non-Economically Disadvantaged	71	227	45386	96	100	99	538	561	569	21	15	15	23	15	15	55	58	52	1	12	18

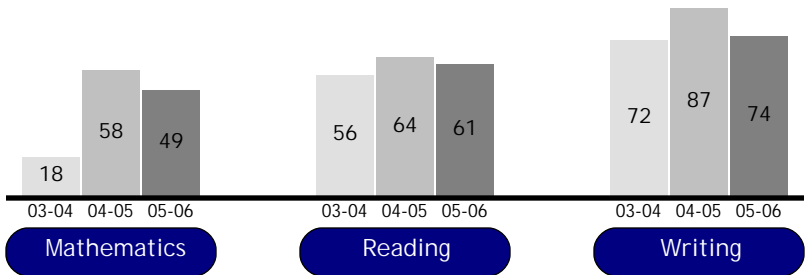
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	155	443	79179	97	99	98	512	525	519	10	7	11	30	25	27	61	63	58	NA	5	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	205	38974	97	100	99	508	527	524	14	7	8	29	23	25	57	63	61	NA	6	5
Male	83	238	40124	97	98	97	516	524	513	6	6	13	30	26	28	64	63	54	NA	5	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	38	117	30987	100	99	98	489	498	498	24	16	17	37	37	36	39	45	45	NA	2	1
Asian/Pacific Islander	--	NC	1832	--	NC	99	--	NC	543	--	NC	4	--	NC	17	--	NC	69	--	NC	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	113	306	37467	96	99	98	520	535	539	5	3	5	28	21	17	66	69	70	NA	7	8
Students with Disabilities	17	50	8567	100	98	88	473	482	467	24	20	39	41	38	38	35	42	22	NA	NA	1
Students without Disabilities	138	393	70612	97	99	99	517	531	524	8	5	7	28	23	25	64	66	62	NA	6	5
Limited English Proficient Students	NC	20	9013	NC	95	95	NC	448	461	NC	60	40	NC	35	48	NC	5	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	84	217	33345	98	97	96	505	516	499	12	9	17	35	29	36	54	58	46	NA	4	1
Non-Economically Disadvantaged	71	226	45834	96	100	99	520	534	533	7	4	7	24	20	19	69	69	67	NA	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	152	442	79734	95	98	99	542	554	554	4	2	3	22	19	19	74	79	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	205	39243	97	100	99	546	567	568	7	3	2	13	9	12	81	88	85	NA	NA	1
Male	80	237	40413	93	98	98	539	543	541	1	2	4	30	27	26	69	71	70	NA	NA	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	37	115	31254	97	97	99	515	534	539	11	6	5	35	27	25	54	67	70	NA	NA	0
Asian/Pacific Islander	--	NC	1837	--	NC	99	--	NC	579	--	NC	1	--	NC	9	--	NC	87	--	NC	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	111	305	37668	94	99	99	552	561	569	2	1	1	17	16	13	81	83	85	NA	NA	1
Students with Disabilities	15	51	8943	88	100	92	466	498	495	13	10	11	67	43	51	20	47	38	NA	NA	1
Students without Disabilities	137	391	70791	96	98	100	550	561	561	3	2	2	17	15	15	80	83	83	NA	NA	0
Limited English Proficient Students	NC	20	9138	NC	95	97	NC	455	492	NC	30	13	NC	50	46	NC	20	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	80	215	33718	93	96	97	533	545	538	5	4	5	25	24	26	70	72	69	NA	NA	0
Non-Economically Disadvantaged	72	227	46016	97	100	100	552	563	567	3	1	2	18	13	14	79	85	84	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	95	61	NA	56	100	52	52	51	100	52	54	56
	Language	99	43	46	48	100	47	46	47	100	44	46	50
	Mathematics	99	63	65	66	100	56	54	52	100	56	52	58
7	Reading	97	61	NA	54	97	47	52	50	98	56	59	54
	Language	97	59	56	58	97	47	52	52	98	56	59	58
	Mathematics	94	69	58	62	99	48	54	50	98	52	56	54
8	Reading	99	63	NA	55	97	50	50	51	98	52	59	58
	Language	99	64	57	52	97	51	50	50	96	50	59	56
	Mathematics	99	62	63	61	99	52	52	53	98	50	58	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Bradshaw Mountain Middle School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Parent/Educator Relations
- ü Textbook Selection
- ü Budget
- ü Extracurricular Activities
- ü School Safety Issues
- ü Instructional Strategies

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	32.25
Other Professional Staff	2.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	2	0	0
4 to 6 years	1	0	0	0
7 to 9 years	2	1	0	0
10 or more years	4	13	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	144
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü 3 PC Computer Labs
- ü In-School Broadcasting Lab
- ü School Media Center/Reading Counts
- ü Full gymnasium and fields

Extracurricular Activities

- ü Student Council
- ü National Junior Honor Society
- ü Inter-scholastic Athletics Grades 6-8
- ü Character Counts & Victory with Honor
- ü Yearbook
- ü Art Club
- ü After school Tutoring
- ü Science Club

Social Services

- ü Health Services
- ü School Resource Officer
- ü Milestones - Violence Prevention
- ü Breakfast Program
- ü Lunch Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

Ü Bradshaw Mountain Middle School has achieved the EXCELLING status for two (2) consecutive years

Ü Superintendent Horne presented an EXCELLING Certificate to staff and students during the 2004-05 school year

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	88	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

A Resource Officer is on campus. Timely safety drills are practiced. A leveled discipline plan and dress code policy are enforced. Student handbooks state school policies. A Silent Witness Program is in place. Active Member of Milestones group, a tri-city organization for prevention of youth violence. Character Counts and Victory with Honor are implemented.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

7

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Brian Buchholtz	(928) 759-4900
Transportation Policy	Cheryl Shaul	(928) 772-4346
Community Resources	David Grant (SRO)	(928) 759-4900
School Nutrition Programs	Rick Littel	(928) 759-4000
Parent Organization	Kim Baldwin	(928) 759-4900
Student Health/Nurse	Charlotte Finkbeiner	(928) 759-4900

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 641 Copies = \$249.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.